

School District of Osceola County, FL

Partin Settlement Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Education which inspires all to their highest potential and develops the whole child.

Provide the school's vision statement.

To create a safe, secure and nurturing educational environment in which every student is an active learner.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Corbett, Karen	Principal	Provides a common vision for the use of data based decision making, Ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Responsible for school Stocktakes, will monitor the SIP and receive monthly reports and give feedback.
Ortiz, Melissa	Assistant Principal	Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, Osceola - 0904 - Partin Settlement Elem. School - 2023-2024 SIP documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Responsible for school Stocktakes, will monitor the SIP
McCormick, Kathryn	Other	MTSS coach-Develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provide data at the School Stocktake. Train staff on intervention materials, hold tier 2 and 3 parent meetings, hold monthly MTSS staff data chats, creating and monitoring interventions groups. AVID Coach- Train staff on AVID strategies, monitor for implementation, assist and model lessons.
Jares, Shelby	Math Coach	Provide guidance on K-5 Math: facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the School Stocktakes.
Churchill, Margaret	School Counselor	Works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes. Assist with implementation of Character education in K-2 and promote Growth Mindset. Participate as a member of the leadership K-2
Konciecny, Carolyn	School Counselor	Works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes. Assist with implementation of Character education in 3-5 and promote Growth

Name	Position Title	Job Duties and Responsibilities
		Mindset. Participate as a member of the leadership team and the threat assessment team. Provides small group counseling in 3-5 and teaches SEL lessons to 3-5.
Millian Rivera, Femerlie	ELL Compliance Specialist	Provide guidance on ELL strategies to instructional staff: facilitate and support data collection activities, assist in data analysis, provide professional development on ELL strategies and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the school stocktakes.
Huggins, Dawn	Reading Coach	Provide guidance on K-5 reading plan: facilitate and support data collection activities, assist in data analysis , provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the school stocktakes.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At the end of the 2022-2023 school year, data was present to the SAC committee and at the Title 1 parent committee meeting. There stakeholder input was used to develop the SIP goals for the 2023-2024 school year. The leadership team will meet in August to create and add action steps to their area of focus. The school improvement plan will be presented at our beginning of the year SAC and Title 1 committee for parents and stakeholders to review and present any additions they would like to make. We will present our SIP and goals to our staff during our preplanning presentation. Staff will provide their input to each area of focus. "Of all the factors that determine student outcomes, family engagement is at the top of the list. Partnerships between schools and families can improve students' grades, attendance, persistence, and motivation." Trynia Kaufman, MS

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Leadership team will conduct monthly stocktake meetings to discuss each area of focus, present current data, and action steps. Assistant principal will meet with each person of the leadership team prior to stocktake to develop the ratings in each area of focus and present data and action steps to present to the principal. The SIP will be revised as necessary after each monthly stocktake based on input and data.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	76%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	103	121	111	115	135	0	0	0	590
One or more suspensions	0	1	1	4	3	3	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	5	12	29	29	0	0	0	75
Course failure in Math	0	0	3	7	14	23	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	6	34	38	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	5	35	42	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	22	28	53	26	28	0	0	0	158

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	3	6	15	55	64	0	0	0	148

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	2	6	5	2	0	0	0	0	20
Students retained two or more times	0	0	1	0	1	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	39	38	27	30	37	0	0	0	175
One or more suspensions	0	1	0	3	1	2	0	0	0	7
Course failure in ELA	0	0	6	13	30	29	0	0	0	78
Course failure in Math	0	0	3	6	15	24	0	0	0	48
Level 1 on statewide ELA assessment	0	0	0	6	32	40	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	6	33	44	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	35	32	13	34	27	0	0	0	163

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	12	29	32	0	0	0	77

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	6	5	2	0	0	0	0	20
Students retained two or more times	0	0	1	0	1	0	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	39	38	27	30	37	0	0	0	175
One or more suspensions	0	1	0	3	1	2	0	0	0	7
Course failure in ELA	0	0	6	13	30	29	0	0	0	78
Course failure in Math	0	0	3	6	15	24	0	0	0	48
Level 1 on statewide ELA assessment	0	0	0	6	32	40	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	6	33	44	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	22	35	32	13	34	27	0	0	0	163

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	12	29	32	0	0	0	77

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	6	5	2	0	0	0	0	20
Students retained two or more times	0	0	1	0	1	0	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	44	53	51	48	56	48		
ELA Learning Gains				60			43		
ELA Lowest 25th Percentile				47			29		
Math Achievement*	48	46	59	48	44	50	42		
Math Learning Gains				56			35		
Math Lowest 25th Percentile				43			16		
Science Achievement*	42	43	54	47	46	59	36		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	55	59	59	48			59		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	243
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	3
ELL	36	Yes	1	
AMI				
ASN				
BLK	30	Yes	2	1
HSP	48			
MUL	56			
PAC				
WHT	64			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	2
ELL	44			
AMI				
ASN				
BLK	37	Yes	1	
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	85			
PAC				
WHT	63			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			48			42					55
SWD	9			15			6				5	44
ELL	34			37			22				5	55
AMI												
ASN												
BLK	31			26			29				4	
HSP	45			49			39				5	56
MUL	57			52							3	
PAC												
WHT	63			58			58				4	
FRL	42			41			32				5	51

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	51	60	47	48	56	43	47					48
SWD	14	35	35	18	33	29	7					24
ELL	42	53	41	42	51	32	41					48
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	38	38		28	50	50	20					
HSP	48	58	48	45	51	37	46					48
MUL	90			80								
PAC												
WHT	62	72		59	65		59					
FRL	45	59	50	37	47	35	37					49

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	48	43	29	42	35	16	36					59
SWD	13	21	20	18	21	10	21					43
ELL	36	35	35	31	24	14	24					59
AMI												
ASN												
BLK	46	33		32	33		33					
HSP	43	39	33	39	33	17	30					59
MUL	77			69								
PAC												
WHT	60	62		48	38		54					
FRL	41	35	28	33	31	19	28					58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	44%	-3%	54%	-13%
04	2023 - Spring	53%	49%	4%	58%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	44%	6%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	49%	0%	59%	-10%
04	2023 - Spring	51%	48%	3%	61%	-10%
05	2023 - Spring	47%	41%	6%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	40%	1%	51%	-10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was 5th grade science scoring at 41% proficiency (which is a 6 percentage point drop from 2022-2023 school year). 5th grade ELA was another area of lowest performance at 41% proficiency. The trends we see are instructional time that was allotted for Science was not being utilized correctly for Science instruction by new hires in 5th grade. 5th grade ELA team were new staff and/or new to 5th grade instruction. Additionally, the 5th grade students also had new 4th grade teachers the year prior. Across all grade levels, students with disabilities and black subgroups scored below the 41%. They are currently at 24% (SWD) and 37% (Black).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The area with the greatest decline was our 5th grade ELA. In 2021-2022 FSA, they scored 49% proficiency. This year's 5th grade ELA FAST, the students scored 41% proficient, which is a 8% decline from the prior year. Factors attributing to the decline are the 5th grade ELA team were new staff and/or new to 5th grade instruction. Additionally, the 5th grade students also had new 4th grade teachers the year prior.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The area that had the greatest gap when compared to the state average was 5th grade ELA. 5th grade scored 41% proficient and the state average was 55%. The factors contributing to this gap are 5th grade ELA team were new staff and/or new to 5th grade instruction. Additionally, the 5th grade students also had new 4th grade teachers the year prior.

Which data component showed the most improvement? What new actions did your school take in this area?

The area that showed the greatest improvement was 5th grade Math. In 2021-2022 Math FSA, the students scored 36% proficient. This year's FAST Math, the students scored 47% proficient, which is a 12% increase from the year prior. The new actions we took to improve in this area we used FRAX to help students remediate the fraction standards in grades 3-5. Students participated in a multiplication fluency challenge to help assist with the lack of multiplication facts. Math Coach was the assigned PLC leader for the 5th grade math team and attended every PLC and grade level meeting to assist the new teachers with understanding, planning and assessing the math standards. Osceola Numeracy project was used as a tier 3 intervention in each grade level. Teachers were provided a list of students and standards that needed to be CIM. They were also provided all materials and lessons to complete with the students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

EWS data identified attendance as a area of concern as we have 590 students with their attendance being below 90 percent. The previous school year we only had 68 students with their attendance below 90 percent.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Students/staff attendance and behavior.
2. Standards-based aligned instruction in Science.
3. Standards-based aligned instruction in ELA.
4. Standards-based instruction in Math
5. ESSA subgroups- SWD and BLK

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our EWS report, 31.2% of students had chronic absences (10 day or more). Kindergarten was a 33%, first grade was at 35%, second grade was at 32%, 3rd grade at 27%, 4th grade at 26% and 5th grade is at 27% of students with chronic absences. Our daily average attendance was at 90.95%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase our daily attendance rate to 96% (5% increase) and to decrease chronic absences by 5% in each grade level.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor our attendance rate daily through eduClimber. Teachers will follow the attendance procedure of any student missing two consecutive days will make a personal phone call home to check up on the student. Teachers will document the call under student documentation. If no answer, teacher will send a remind message to parent. If any student is missing 5 to 9 days, a letter will be sent home by the student clerk and will notify the MTSS coach. Teacher will also schedule a parent conference. Over 10 days, administration will contact parents and schedule a meeting with leadership team. We will pull attendance for each grade level during Stocktake and filter the report to address students with unexcused absences.

Person responsible for monitoring outcome:

Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PSES will begin a 30 minute club day on Wednesdays (Pioneer Time) to provide Life Skills lessons using Zones of Regulation. The Pioneer time will allow students to participate in clubs of their liking, zones and AVID team building which will increase their sense of belonging at school. We are going to increase parent engagement and involvement. Also increase the knowledge of the importance of attendance and its correlation to academic success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With a large number of students having an attendance of less than 90%, that indicates a large number of instructional time lost. When increasing a student's attendance, instructional minutes will increase which will assist with achievement levels. "Longitudinal research has found that achievement in reading and mathematics is hindered for students who are chronically absent as early as kindergarten, and chronic absence in elementary school is linked to an increased likelihood of dropout even if attendance improves over time" (Romero & Lee, 2007; Schoeneberger, 2012).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance Procedure developed and presented to teachers.

Person Responsible: Melissa Ortiz (melissa.ortiz@osceolaschools.net)

By When: August 8, 2023

Teachers will call parents after 2 consecutive days to check up on the student.

Person Responsible: Melissa Ortiz (melissa.ortiz@osceolaschools.net)

By When: Weekly/Ongoing throughout the school year, call list reviewed at October stocktake

Attendance will be monitored during MTSS monthly meetings with teachers and during stocktake.

Person Responsible: Kathryn McCormick (kathryn.mccormick@osceolaschools.net)

By When: every 4th Thursday of the month, first one on September 28, 2023

Five day letter will be sent monthly.

Person Responsible: Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)

By When: Monthly, first round of letter being sent by September 15th

Parent phone calls with administration for students with 10 or more days.

Person Responsible: Melissa Ortiz (melissa.ortiz@osceolaschools.net)

By When: Monthly, first round of calls being Sept. 15th

Wednesday Pioneer Time to increase sense of belonging.

Person Responsible: Margaret Churchill (margaret.churchill@osceolaschools.net)

By When: September 13th

Parent engagement opportunities and nightly events.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: Two first semester and two second semester-First night event is on October 5th

Outstanding attendance award per 9 weeks for all students with 96% or above.

Person Responsible: Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)

By When: September 13th

VPK and PK ESE will be targeted for attendance and parents will receive information regarding the importance of attendance.

Person Responsible: Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)

By When: September 15th

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Tier 3 math students in grades 3-5 did not demonstrate as much growth from FAST PM2 to FAST PM3 as the entire school population. As they have a greater deficit, they should be demonstrating more growth than their peers in their grade level. FAST PM2 to PM3 growth amongst tier 3 students was an average of 14 scale score points whereas the entire school population showed an average growth of 17.8 scale score points. Between FAST PM1 and PM2, tier 3 students made an average of 7.3 scale score points of growth. Our overall Math proficiency was higher than ELA, with targeting the tier 3 students our Math proficiency will increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The leadership team's CWT data will show that 90%+ of the time, teachers, VE, and DHH will be participating in tier 3 or tier 2 instruction, as designated by their schedule. Average tier 3 student growth between PM1 and PM2 will increase from 7.3 scale score points to at least 10 scale score points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

From the CWT data, we will monitor that the teachers are providing the ONP intervention correctly and with fidelity. Monitor FAST PM1 and PM2 along with the district common assessments. The data will be pulled monthly for our Stocktakes.

Person responsible for monitoring outcome:

Shelby Jares (shelby.jares@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The teachers will use Osceola Numeracy project to provide tier 3 instruction to all tier 3 and ESE students. Students will complete FRAX lessons to review and introduce fraction standards from 3rd-5th grade. 1st-5th grade students will use REFLEX to build fact fluency. All grade levels will be using Dreambox to remediate grade level standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With providing early interventions for our tier 2 and tier 3 math students with fidelity and using a researched based curriculum, this will help students close the achievement gap in mathematics. "Students struggling with mathematics may benefit from early interventions aimed at improving their mathematics ability and ultimately preventing subsequent failure." Institute of Education Sciences (IES) "Fractions knowledge in grade 5 uniquely predicts students' mathematics achievement in high school. This is true even after controlling for other variables that can affect student success in math." Siegler, R.S., Chen, M. (2012).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will create a master schedule that allows for consistent Tier 3 interventions and CIM (Tier 1b).

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will discuss non-negotiables during pre-planning with staff in regards to ONP and CIM.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will set the expectation that at least one admin and all academic coaches will attend all grade level PLCs.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will meet monthly with academic coaches to discuss Tier 2 and Tier 3 implementation.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: Mondays at 8:30

Administration will create a CWT schedule for the leadership team that allows for III time to be targeted.

Person Responsible: Melissa Ortiz (melissa.ortiz@osceolaschools.net)

By When: August 3, 2023

Administration will budget and purchase required hands on materials to support Tier 3 math instruction.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will provide constructive feedback to staff after classroom observations.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: Sept. 6

MTSS team will meet with grade levels monthly to review ONP data and discuss barriers that need to be addressed.

Person Responsible: Kathryn McCormick (kathryn.mccormick@osceolaschools.net)

By When: August 31

Math Coach will monitor math data throughout the year and attend all grade level PLCs and monitor implementation of CIM lessons.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: September 6th

Math Coach will work with MTSS Coach to ensure progress monitoring is being submitted in a timely and accurate manner.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: September 28th

Math Coach will create a schedule for the first two weeks of school to complete ONP initial placement assessments.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: August 10, 2023

Math Coach will work with grade level PLCs to review test specs and math standards. Teachers will attend PLC and participate in developing lessons that will align to the math standards and test specs.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: September 6

Teachers will provide interventions during Triple I Math and small group math with fidelity.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: September 8th

Professional development on ONP and Dreambox.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: August 1 and August 9

Teachers will use School City with all formative assessments to track and analyze data for CIM.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: August 31st

Teachers will use FRAX (3rd-5th) and Reflex (K-5) during center rotations to remediate fraction standards and introduce number sense standards .

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: Sept. 29th

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

4th and 5th grade scored below the state average in ELA with 4th grade being 53% proficient (state 57%) and 5th grade being 41% proficient (state 55%). 3rd grade met the state average at 50% proficient. Historically, student cohort proficiency tends to drop from 4th grade to 5th. The lowest performing domain in Reading is Reading across Genres, which includes interpreting figurative language, paraphrasing/summarizing, and comparative reading.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

4th grade will increase their proficiency to 57%, which is an increase of 4%. 5th grade will increase their proficiency to 55%, which is an increase of 14%. 3rd grade will increase their proficiency to 54%, which is an increase of 4%. VPK Readiness score for 22-23 was 80. This is 20 pts above the required score.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Leadership will utilize a classroom walkthrough tool to collect data to determine areas of need. Leadership team will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. Leadership team will monitor classroom observations and improvement in student achievement on common assessments. School stocktake will take place monthly an the Literacy Coach, MTSS Coach, and facilitator will report data, progress, and action steps during their area of focus. Teachers will use School City to build their common assessments and pull the data to create CIM lessons.

Person responsible for monitoring outcome:

Dawn Huggins (dawn.huggins@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be utilizing a non-cueing, approved reading intervention for tier 3 students, to include, but not limited to, Lexia. Lexia will also be provided to all students as a tier 1 support. Teachers will administer common assessments, from which we will analyze and monitor data for CIM. Teachers will provide the CIM lessons using Benchmark Intervention materials. Teachers will use Magnetic Reading for interventions for their students in tier 2. Open Court Foundational and Teacher Intervention skills and FCRR will be used for tier 3 students needing phonics/phonemic awareness support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All educators who teach reading should have the skills to identify struggling students and support them with research-based interventions. (Quote from The Power of RTI and Reading Profiles, by Louise Spear-Swerling.)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will create a master schedule that allows for consistent Tier 2, tier 3 interventions and CIM.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will discuss non-negotiables during pre-planning with staff in regards to CIM and guided reading.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will set the expectation that at least one admin and all academic coaches will attend all grade level PLCs.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will meet monthly with academic coaches to discuss Tier 2 and Tier 3 implementation.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: Monthly-Sept. 6th

Administration will create a CWT schedule for the leadership team that allows for III time to be targeted.

Person Responsible: Melissa Ortiz (melissa.ortiz@osceolaschools.net)

By When: August 3, 2023

Administration will budget and purchase intervention materials to support Tier 3 reading instruction (Magnetic Reading).

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

MTSS team will meet with grade levels monthly to review progress monitoring data and discuss barriers that need to be addressed.

Person Responsible: Kathryn McCormick (kathryn.mccormick@osceolaschools.net)

By When: Monthly-Sept. 28th

Reading coach will monitor reading data throughout the year and it during Stocktake.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: Monthly-Sept. 15

Reading coach and teachers will work during PLCs to monitor CIM lessons and review data when meeting in grade level PLCs.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: Sept. 6

Reading will work with MTSS coach to ensure progress monitoring is being completed and submitted in a timely/accurate manner.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: October 16th-20th

Teachers will provide reading interventions and CIM lessons.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: Sept. 11

Teachers will submit small group reading and CIM lesson plans weekly.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: Sept. 6

Reading coach will train all ELA teachers in 3rd-5th grade on Open Court to be used during tier 1 instruction.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: Sept. 22

Reading coach will train ELA teachers in Magnetic Reading.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: August 31, 2023

Reading coach will plan with Science coach to align Science text to reading standards for all grades to utilize during tier 1 ELA instruction.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: August 31st

All teacher will use School City to provide common assessments.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: Sept 6

WICOR strategies will be used during tier 1 instruction to increase student achievement.

Person Responsible: Kathryn McCormick (kathryn.mccormick@osceolaschools.net)

By When: August 10

ELL students will use Language Power during iii time.

Person Responsible: Femerlie Millian Rivera (femerlie.millanrivera@osceolaschools.net)

By When: Sept. 11

Literacy Coach will request all teachers to have access to Lexia to provide interventions.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: September 1, 2023

Our Voluntary Pre-Kindergarten (VPK) classes provide academic and social skills support to VPK students to prepare them for kindergarten and give students the real-world school environment they will experience throughout their academic careers. The STAR Early Literacy assessment is used to measure the literacy rates of our students and the state-required CLASS assessment to measure the fidelity of instruction in our VPK classrooms. This data will be used to assist with targeted intervention in the VPK classes.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: September, December, and April

All PK ESE and VPK classrooms will be observed weekly by the leadership team.

Person Responsible: Dawn Huggins (dawn.huggins@osceolaschools.net)

By When: Monthly-Sep. 6

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our lowest performing subgroups in ELA and Math are students with disabilities at 24% and black students at 37% proficient.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is for our students with disabilities to increase to 41%, which is an increase of 17%. Our black subgroups will also increase to 41%, which is an increase of 4%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor our subgroup data using FAST PM1 and PM2. We will also track their performance by standards using common assessments to develop CIM lessons to review and reassess. We will discuss their progress and data during our monthly Stocktake meeting. Students will be progress monitored monthly (Star Reading) to monitor their academic success and analyze the data to determine the correct intervention needed.

Person responsible for monitoring outcome:

Deborah Tryzbiak (deborah.tryzbiak@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize Magnetic reading for CIM Reading groups during tier 1 instruction. We will use Open Court Foundations and Benchmark Interventions for our tier 2 and 3 reading intervention. We will use the vocabulary component of RISE for our tier 2 reading students needing vocabulary development. Teachers will use Osceola Numeracy Project for tier 3 math interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"The effects of a high-quality SIP are compounded when the school undertakes an ongoing improvement process. Research findings show more powerful effects from ongoing school improvement processes, rather than from SIPs alone."

Alliance for Excellent Education

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All low performing ESE and black students are receiving tier 2 or 3 interventions for reading and/or Math.

Person Responsible: Kathryn McCormick (kathryn.mccormick@osceolaschools.net)

By When: By September 5, 2023

Create ESE schedules for DHH and VE support during small group instruction.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Create CWT schedule to include DHH/VE walkthroughs to monitor classroom support.

Person Responsible: Melissa Ortiz (melissa.ortiz@osceolaschools.net)

By When: August 3, 2023

VE and DHH teachers will meet monthly with RCS for PLCs. During these meetings current data will be discussed along with providing training in transitions, data collection, how best to provide support facilitation, and any other areas that need to be addressed based on student data.

Person Responsible: Deborah Tryzbiak (deborah.tryzbiak@osceolaschools.net)

By When: Sept. 6

Monitor their common assessment data to review and reassess during CIM groups.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: Sept. 5

Each student in each of the subgroups will be assigned to a mentor during Pioneer time.

Person Responsible: Carolyn Koncieczny (carolyn.koncieczny@osceolaschools.net)

By When: Sept. 20

#5. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Fifth grade students went down 6% in science proficiency from 2022 to 2023. In 2022, Partin Settlement students scored 47% proficient in science. In 2023, that decreased to 41%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The leadership team's CWT data will show that 90%+ of the time, teachers will be delivering science instruction, aligned to the state science standards and as designated by their schedule. First through fifth grade will complete their science assessments in School City and at least 55% of all tested students will demonstrate science proficiency throughout the year by scoring 65% or higher.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data will be collected in School City for CIM to monitor proficiency in all standards. CWT data will be used to monitor science instruction with fidelity. NWEA Science for PM1 and PM 2 as well as the 5th grade mock science assessment will be monitored and analyzed to address areas of need.

Person responsible for monitoring outcome:

Shelby Jares (shelby.jares@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will plan and provide CIM lessons based on the results of the common unit assessments in School City using the Enrichment Remediation and Practice in CUPS;

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Evidence clearly indicates that hands-on activities increase skill proficiency in processes of science, especially laboratory skills and specific science process skills, such as graphing and interpreting data(Mattheis & Nakayama).

Laboratory activities appeal as a way of allowing students to learn with understanding and, at the same time, engage in a process of constructing knowledge by doing science (Tobin).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Science coach will meet with Reading coach to align Science text to reading standards to utilize during Reading tier 1 instruction.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: August 31

Administration will create a master schedule that allows for consistent science instruction and time for CIM lessons.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will discuss non-negotiables during pre-planning with staff in regard to standards-based science instruction and CIM.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 3, 2023

Administration will set the expectation that at least one admin and all academic coaches will attend all grade level PLCs.

Person Responsible: Karen Corbett (karen.corbett@osceolaschools.net)

By When: August 31

Administration will create a CWT schedule for the leadership team that specifically addresses science instruction.

Person Responsible: Melissa Ortiz (melissa.ortiz@osceolaschools.net)

By When: August 3, 2023

Science Coach will prioritize school material needs to create the supply order in December.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: December 2023

Science Coach will monitor science data throughout the year and report on progress during monthly stocktakes.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: Sept. 13

Science Coach will attend all grade level PLCs work with them to review test specs and the rigor of the science standards. Teachers will develop CIM lessons and assessments based on data.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: Sept 5

Science coach will utilize common science assessments data to identify students who need extra science support during lunch groups.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: Jan.8

Administration will add Science to the block rotation. Science coach will provide all of the lessons to the instructor.

Person Responsible: Melissa Ortiz (melissa.ortiz@osceolaschools.net)

By When: Aug. 10th

A science question of the day will be posted and discussed on the morning announcements. Questions used will be based on prior assessments with the lowest performing question.

Person Responsible: Shelby Jares (shelby.jares@osceolaschools.net)

By When: Sept. 1

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDOC did not provide any funding allocations to Partin Settlement Elementary School; however, district support personnel are providing training and monitoring of ESSA subgroups through Educlimber. In addition to core content academic resource coaches and teachers, the ESE and Multi-Cultural departments are also supporting ATSI, CSI, and TSI schools and subgroups. Reading Coach will be allocated through Title III funding. Literacy coach will work with teachers on lessons, data and interventions. MTSS Coach is allocated through Title I funds. She will be responsible for providing resources for interventions, progress monitoring students, and placing students in the correct interventions. Math Coach is funded through Title I funds. She will be responsible to work with teachers on aligning math tasks to the standards, progress monitoring students on each standard, data collecting and analyzing, and math interventions.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

2nd grade scored at 45% proficient on the STAR Reading PM 3 assessment. That puts them below the 50% needed to not qualify as a RAISE school. The students scored the lowest in the area of comprehension.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

5th grade scored below the 50% required to not be a RAISE school on the FAST-Reading PM3 scoring 41% proficient. The lowest performing domain in Reading is Reading across Genres, which includes interpreting figurative language, paraphrasing/summarizing, and comparative reading.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

2nd grade will increase their proficiency to 50%, which is an increase of 5%. This cohort is now in 3rd grade will score at 50% proficient.

Grades 3-5 Measurable Outcomes

5th grade will increase their proficient to 50%, which is an increase of 8%.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Leadership will utilize a classroom walkthrough tool to collect data to determine areas of need. Leadership team will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. Leadership team will monitor classroom observations and improvement in student achievement on common assessments. School stocktake will take place monthly the Literacy Coach, MTSS Coach, and facilitator will report data, progress, and action steps during their area of focus. Teachers will use School City to build their common assessments and pull the data to create CIM lessons. 2nd grade and 5th grade PLS will be monitored by a leadership team member. CWT will be done twice a week on 2nd and 5th grade.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Huggins, Dawn, dawn.huggins@osceolaschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will use Benchmark reading as our Tier 1 curriculum during reading instruction. For tier 2 and 3 instruction, we will utilize Magnetic Reading and FCRR lessons. Open Court will be used during their tier 1 phonics and word study time. The Teacher Intervention materials from Open Court will be used during tier 3 instruction for students needed those academic supports. These materials align with the district K-12 reading plan. Magnetic Reading has an effect size of .58.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Magnetic reading will address the comprehension need in both 2nd grade and 5th grade. The curriculum is divided by standards and has the lesson of interpreting figurative language, paraphrasing/ summarizing, and comparative reading. FCRR also has lessons to address comprehension in the area of Reading across Genres. Based on the research, Magnetic Reading has an effect size of .58 and FCRR has an effect size of .67 and Open Court has an effect size of .6

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
CWT for 2nd and 5th grades will be done twice a week.	Ortiz, Melissa, melissa.ortiz@osceolaschools.net
Literacy Coach will meet with 2nd and 5th grade during their PLC to assist with planning their tier 1 instruction and small groups.	Huggins, Dawn, dawn.huggins@osceolaschools.net
Provide Magnetic Reading PD to 2nd and 5th grade teachers.	Huggins, Dawn, dawn.huggins@osceolaschools.net
2nd and 5th grade students will be progress monitored using their CIM assessments on each targeted benchmark.	Huggins, Dawn, dawn.huggins@osceolaschools.net
Literacy coach will provide coaching cycle to teachers needing support in the classroom.	Huggins, Dawn, dawn.huggins@osceolaschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

During the August 2023 SAC meeting, Partin Settlement Elementary School will present and discuss the SIP with all stakeholders to gather feedback. Schools will share flyers with students, send Remind messages to parents and post on school website and social media at least seven days prior to the meeting in English and Spanish to announce and invite stakeholders to participate and provide input. In addition, the school will provide translation services in Spanish, as well as the translation of other meeting documents like the agenda. The SIP and meetings documents will be disseminated in the school's website, social media, and a hardcopy will be available in the front office. December 2023 SAC meeting by sharing data to evaluate the progress of the plan and effectiveness of the activities and determine if any amendments are needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Partin Settlement Elementary plans to create a positive culture with parents, families, and stakeholders by providing several meetings throughout the school year for families to be involved in the development of the school's Parent and Family Engagement plan (PFEP), PFEP summary/brochure, school-parent

compact and use of PFEP funds for improvement academic achievement. The PFEP documentation will be made available in both English and Spanish at the school as well as on the website. Notifications will be disbursed from the school through automated/reminder calls, flyers and invitations, School Advisory Committee (SAC) meetings, Parent-Teacher meetings, social media, and website. Building Capacity events will be held throughout the year inviting families to participate in learning activities specific to academic goals. We will also work to build school culture and positive relationships through nonacademic events such as movie nights, plays, and other evening events.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Partin Settlement Elementary will implement AVID learning strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by ten percent as indicated by the FAST, decrease behavior incidents by ten percent, and decrease absenteeism by five percent. Teachers will attend a three day training in which they will learn to: effectively use data to group students and form collaborative teams, about and use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, peer collaboration, integrate the collaborative structures into their lessons.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Partin Settlement Elementary coordinates the development of the School Improvement plan alongside several federal, state, and local services, such as: Title 1, Part A for the implementation of supplemental education for disadvantage students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation of postsecondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

PSE ensures that student skills are improved outside the academic subject areas by providing several strategies, such as: the integration of supplemental paraprofessional personnel to assist with high-needs intervention areas; the incorporation of a parent liaison to build better connections with parent/families to help build their capacity to assist in their child's education; the registration of teachers to attend Professional Development conferences in areas such as AVID and PLC programs; the employment of a tiered support system for students that is provided by targeted MTSS strategies and personnel; etc. Schoolwide Zones of Regulation are used, councilors pull small groups based on student needs, students complete Xello lessons, and participate in Pioneer Time to increase their feeling of belonging.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

PSE has a strong AVID implementation for college and career readiness.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

MTSS coach will systematically monitor data, track students' progress and create and implement cohesive interventions to increase student achievement. As part of the tiered model of interventions, teachers will attend AVID strategies training to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by ten percent as indicated by the FAST, decrease behavior incidents by ten percent, and decrease absenteeism by five percent. Teachers will attend a three day training in which they will learn to: -effective use data to group students and form collaborative teams, -about and use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, peer collaboration, -integrate the collaborative structures into their lessons.

In addition, the student code of conduct will be followed in conjunction with our PBIS system. This includes a tiered layer of supports for students with behavior issues.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

PSES will implement AVID strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by ten percent as indicated by the FAST, decrease behavior incidents by ten percent, and decrease absenteeism by five percent. Teachers will attend a three day training in which they will learn to: -effective use data to group students and form collaborative teams, -about and use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, peer collaboration, -integrate the collaborative structures into their lessons.

All new staff are assigned a grade level mentor as well as one of our school mentors. This is done to provide support and training as needed so that we can retain a high number of staff each year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

PSES includes all VPK and PK ESE classrooms in all school events both during the day and any evening events. All school communication given to K-5 are also given to VPK and PK ESE. At the end of the school year, we provide all of the preschool students to tour a K class before the end of the year so they can experience a K classroom. We also participate in Kindergarten Round-Up which is an event where future K parents can come in and meet administration and tour the school. Add advertisement to Facebook and Remind to all parents regarding importance of Early Childhood education and attendance.